



Tenure Manual
City Colleges of Chicago

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Introduction

Mission Statement of the City Colleges of Chicago

City Colleges of Chicago (CCC) delivers exceptional learning opportunities and educational services for diverse student populations in Chicago.

We enhance knowledge, understanding, skills, collaboration, community service and life-long learning by providing a broad range of quality, affordable courses, programs, and services to prepare students for success in a technologically advanced and increasingly interdependent global society.

We work proactively to eliminate barriers to employment and to address and overcome casual factors underlying socio-economic disparities and inequities of access and graduation in higher education.

The City Colleges of Chicago (CCC) is a [mission-based institution](#). As such, the tenure process is designed to assist tenure track faculty in realizing the CCC mission.

The tenure process models and strengthens healthy institutional habits. It is designed to define and facilitate the effective implementation of positive institutional habits based on the following elements:

- effective and thoughtful use of data;
- clarity of roles in the decision-making process;
- use of research, theory, and best practices;
- transparency and meaningful feedback at all levels;
- the creation and maintenance of a spirit of support; and
- self-evaluation, reflection, and ongoing improvement at all levels (including of the process itself).

This manual outlines the administrative procedures and the expectations for all parties involved in CCC's tenure process at the college and district levels. It is the culmination of the work of faculty and administrators from all seven City Colleges through an iterative feedback and design process.

Defining Faculty Excellence

The tenure process is organized around a clearly articulated vision of CCC faculty excellence, called the Talents of Teaching. Based on models of best practices and designed entirely by CCC faculty, the Talents of Teaching reflect our institutional mission and values, and thus act as an anchor for the tenure process. Through the tenure process, tenure track faculty members will be exposed to the Talents of Teaching, engage in thoughtful discussions around the Talents, and use the Talents as touchstones for assessing individual strengths and areas for growth. Over the course of the five-semester tenure process, faculty members work to create an evidence-based document called the Argument for Tenure which demonstrates competence in the Talents of Teaching.

Organizing Principles of the Tenure Process Design

The CCC tenure process relies on several organizing principles, derived both from research on teaching and learning, and extensive faculty and administrative input. The tenure process is designed to be individualized, supportive, evidence-based, and transparent.

Professional development and service contributions are individualized and flexible.

CCC hires faculty who have a vast range of teaching experience, academic and non-academic work experience, and expertise in many different areas. The tenure process acknowledges the strengths that faculty bring with them into CCC, and allows faculty to use those strengths to help themselves grow in other areas that CCC believes to be important for living the mission and enhancing student learning. To do this, the tenure process must be seen as an individualized endeavor, with each tenure track faculty member working towards the same goal of demonstrating competence in the Talents of Teaching, but via different avenues. This is accomplished through the design of a flexible and personalized learning and service plan.

The tenure process includes significant formal and informal faculty support.

The tenure process is designed to provide tenure track faculty members multiple forms of support and assistance offered early and throughout the timeline for achieving tenure. The Tenure Assistance Program (TAP) includes two main educational components designed to help each faculty member progress towards the achievement of tenure: the Tenure Orientation Seminar and the Second Semester Seminar. Faculty members also receive individualized support both from their TAP Leaders and their faculty mentors. The TAP Leader acts as a non-evaluative adviser and advocate, ensuring that each faculty member receive fair and equal treatment throughout the tenure process. TAP Mentors provide formative feedback through classroom visits and informal discussions throughout the first and second years of the tenure process.

The tenure process relies on evidence-based decision making.

Tenure track faculty members undergo multiple forms of assessment and evaluation throughout the tenure process. These assessments are grounded in the concept of reflective practice as a vehicle for growth and serve as a means of providing feedback to faculty on teaching, and on the developing knowledge of learning theory and the Talents of Teaching. Administrators make informed decisions regarding contract renewal and tenure that are supported by the evidence contained in the tenure track faculty members' portfolios. An annual Tenure Process Report provides a formal structure for both college and district administrators to reflect on the college's execution of the tenure process. Examining the strength of the tenure track faculty members' evidence and reflections in the aggregate allows the administration insight into how the tenure process is working in order to gauge the strengths and areas for growth within the tenure process itself.

The tenure process is a transparent process that relies on collaboration and communication. The tenure process is designed to be transparent at all levels. Transparency through formal written feedback is necessary for growth throughout the process. This feedback ensures that tenure track faculty members are aware of their progress and areas for growth. Transparency is also mandatory for ensuring the integrity of the process by holding all parties accountable for their decisions.

By actively engaging these organizing principles, the tenure process seeks to model and strengthen positive institutional habits while supporting, retaining, and developing faculty who effectively enact the mission of the City Colleges of Chicago.

Talents of Teaching

History and Purpose of the Talents

During the Spring, 2010 semester, a team of CCC faculty met with representatives of Valencia College, a multi-campus college system in Florida similar to CCC. The CCC faculty team was impressed with the sophisticated level of professional development that Valencia offered to their faculty members, all of which was organized around the “Essential Competencies of a Valencia Educator.” Embracing the value of establishing a set of core competencies that reflect our institutional mission and values, faculty from around the district worked to define the Talents of Teaching. After several semesters of drafting and refinement, the Talents of Teaching represent both best practices in educational research, and the elements that we, as City College of Chicago teachers, find most fundamental to our practice.

The Talents of Teaching are not outcomes, but rather, aspirational statements that articulate exemplary faculty practices. Their purpose is to guide faculty development activities and to provide a foundation for faculty peer evaluation. As a living document, these statements are always open to faculty initiated and Faculty Council of the City Colleges of Chicago (FC4) -vetted revision.

Teaching and Learning

CCC faculty members develop and use highly effective teaching strategies that meet students’ diverse needs and that promote the acquisition and application of knowledge and the development of critical and creative thinking and problem-solving skills. They carefully design courses to meet learning outcomes, and promote students’ active participation in their own learning. They create an effective learning environment that fosters students’ intellectual curiosity, helps students to problem solve using discipline- specific thinking strategies, and encourages students to challenge sources and confront their own assumptions.

Measuring Learning

CCC faculty members employ a variety of formative and summative assessments to ensure that classroom instruction leads to student learning and the attainment of the student learning outcomes for the course. They carefully select and use a variety of appropriate assessment instruments, communicate clear assignment expectations and evaluation criteria, provide students ample and timely feedback, and evaluate and improve assessment activities and grading practices.

Diversity, Inclusion, Respect, and Student Support

CCC faculty members help students reach their academic, personal and career goals and foster a safe environment that respects the diversity of people and ideas by modeling respect for all students and conveying confidence in every student’s ability to learn. They employ approaches that take into account how learning is affected by students’ motivations, attitudes, perceptions, values and behaviors; and help students overcome obstacles by connecting them to appropriate resources.

Academic Citizenship, Shared Governance, and Leadership

CCC faculty members enrich the CCC community by participating actively in departmental, college and/or district committees and activities; they contribute to and provide leadership in their academic and professional communities, and they promote collaboration and teamwork among members of these communities. CCC faculty members maintain leadership organizations that determine and maintain

standards of academic integrity and excellence and that participate in policy and curriculum development.

Content Expertise and Lifelong Learning

CCC faculty members demonstrate content-area expertise and continually grow intellectually by remaining current within their fields, expanding their content-area knowledge, studying teaching and learning, and engaging in self-evaluation and goal setting. They engage in and model intellectual curiosity and express passion for their disciplines and for learning in general.

These five Talents of Teaching serve to increase student success and maintain institutional health. The first two Talents, *Teaching and Learning* and *Measuring Learning*, are meant to guide faculty towards improving instructional effectiveness. The third Talent, *Diversity, Inclusion, Respect and Student Support*, aims to meet the needs of all CCC students. The fourth Talent, *Academic Citizenship, Shared Governance, and Leadership* meets the needs of both faculty and the institution as a whole by ensuring the faculty have a voice in all curricular matters and maintaining a process through which academic initiatives can move forward with integrity. The final Talent, *Content Expertise and Lifelong Learning*, seeks to maintain a strong, qualified, highly effective faculty body dedicated to continued improvement.

While the Talents of Teaching were initially designed as aspirational statements for faculty, the institution as a whole must strive towards excellence in the Talents. It is only through faculty, administration, and staff collaboratively working towards this common goal that the CCC will become a world-class academic institution.

Overview of the Tenure Process

Tenure track faculty members at CCC undergo a five-semester tenure process before a final decision regarding their tenure is made. Each semester has its own objectives and outcomes, which increase in depth as the tenure track faculty member moves closer to the end of the process. Each semester is outlined in detail in this manual. Here we provide a brief overview of the entire process.

Faculty members begin the tenure process with the Tenure Orientation Seminar prior to the start of classes. The goal of the orientation is to familiarize the tenure track faculty member with the tenure process, introduce the Talents of Teaching, and assist with the development of two of the required documents for this semester – the syllabus with explanation and the assessment with explanation.

Tenure track faculty members are required to participate in the Mentor Program for the first two years of the tenure process. Mentors will be tenured faculty ideally from outside of the tenure track faculty member's department. Mentor and mentee visit each other's classes and engage in reflective discussions about teaching and learning. The mentor/mentee relationship is completely confidential and non- evaluative.

The Department Chair and an administrator will formally evaluate one of the tenure track faculty member's class sessions Semesters 1, 3 and 5. During Semesters 2 and 4, the tenure track faculty will be formally evaluated by two tenured faculty members. After each classroom observation, the tenure track faculty member must complete a post-observation reflection, meant to provide a context for the class

session and a space for the tenure track faculty member to practice critical reflection and consider how observer feedback will be integrated in the future.

By the end of Semesters 1, 3, and 5, the tenure track faculty member will complete a portfolio documenting progress towards tenure. The contents and descriptions of each portfolio are described in detail in this manual.

During the second semester, tenure track faculty members are required to actively participate in the Second Semester Seminar. This seminar engages the tenure track faculty members in thoughtful conversations regarding the Talents of Teaching and theories of learning.

By the end of the Second Semester Seminar, tenure track faculty members will also have created an Individualized Learning and Service Plan (ILSP). The ILSP documents the tenure track faculty member's strengths and areas for growth, based on the Talents of Teaching and feedback received through classroom observations, student evaluations, and other appropriate data sources. It then lays out a systematic plan to address the identified areas for growth in the Talents as well as ways strengths will be used to provide meaningful service. The ILSP is reviewed and approved through the Second Semester Review, a meeting between the tenure track faculty member, the Department Chair, and an administrator. Though the ILSP must be approved, it is not to remain a static document but rather, is considered a *living document* that can and must change if circumstances change so that it stays a relevant and meaningful plan. The tenure track faculty member, in discussion with the Department Chair and administration, is allowed to deviate from the original plan as long as the areas for growth are still being adequately addressed, and the deviations can be defended through the tenure track faculty member's final argument for tenure document.

The tenure track faculty member spends the last three semesters of the tenure process enacting the ILSP, and developing a strong argument for tenure. The argument for tenure is the culminating document of the tenure process. This is where the tenure track faculty member discusses how identified areas for growth were addressed, offers evidence of competence in the Talents of Teaching, and provides future plans for growth.

Semester 1

The primary objectives of this semester are for the tenure track faculty member to become acclimated to teaching at the City Colleges of Chicago and to develop collegial working relationships with the Department Chair, fellow faculty members, TAP Leader, mentor and administration. In place of registration duties, the tenure track faculty member will participate in the Tenure Orientation Seminar. At this time, the TAP Leader, in consultation with the Department Chair, will select and assign a mentor to each tenure track faculty member. During the first semester, the tenure track faculty member will participate in a formal mentoring program, including two non-evaluative, confidential classroom observations performed by the mentor (not to be included in the portfolio).

The tenure track faculty member will be observed by the Department Chair and an administrator during scheduled, formal observations. Although observation forms will be completed by the Department Chair and administrator for inclusion in the portfolio, these forms are intended to act primarily as feedback for the tenure track faculty member to inform the self-evaluation and reflection included in the

Semester 1 Portfolio. The tenure track faculty member will also use this semester to begin exploring committees, but there is no expectation of significant contribution at this time. The tenure track faculty member will complete a portfolio by week 14 of the semester and submit it for departmental and administrative review.

Objectives

- The tenure track faculty member becomes oriented to the City Colleges of Chicago and teaching at the college.
- The tenure track faculty member builds relationships with mentor, TAP Leader, new-hire cohort, department and college.
- The tenure track faculty member begins to develop the habit of critical reflection and an accurate sense of strengths and areas for growth.

Indicators of Success

- Classroom observations, student evaluations, the Semester 1 Procedure Checklist, and the letter from the Department Chair indicate that the tenure track faculty member is fulfilling basic classroom and departmental duties, and upholding appropriate standards of professionalism.
- The Semester 1 Procedure Checklist validates that the tenure track faculty member is actively participating in the TAP process.
- The Semester 1 Portfolio Rubric denotes that the tenure track faculty member's Comprehensive Self-Evaluation and Reflection provides a thorough assessment of strengths and areas for growth.

Tenure Track Faculty Member Activities

The tenure track faculty member...

- Participates in the Tenure Orientation Seminar (TOS) during faculty development week
- Participates in the Mentor Program, which includes two mentor visits to the tenure track faculty member's class and one visit to the mentor's class
- Is formally observed two times, once by the Department Chair and once by an administrator
- Completes a post-observation reflection for each formal observation
- Meets with each observer following the classroom observation (recommended)
- Undergoes student evaluation in all courses
- Explores department, college and/or district committees, without the expectation of major contributions
- Completes Semester 1 Portfolio
- Fulfills regular college expectations¹ as well as departmental expectations² as outlined in the written departmental criteria and procedures

Formal Departmental and Administrative Procedures

- The tenure track faculty member submits the completed Semester 1 Portfolio to the department at the beginning of Week 14.

1 See TAP Leader for questions regarding college expectations.

2 See Department Chair for questions regarding departmental expectations.

- During Week 14, the Department Chair completes the Semester 1 Portfolio Checklist to ensure that the portfolio is complete; the department and Department Chair review the portfolio.
- During Weeks 14-15, the department votes on contract renewal.
- By the end of Week 16, the Department Chair writes a formal letter to the president, including the result of the vote, and forwards the letter, the Semester 1 Portfolio Checklist, and the portfolio to the college administration.
- The college administration reviews the portfolio and the president or administrative designee completes the Semester 1 Portfolio Rubric and determines the recommendation.
- The recommendation and the rubric, which includes detailed comments that explain the recommendation, are submitted at the Chancellor's review before the subsequent Board Report. Rubric feedback is forwarded to the tenure track faculty member.
- Board decision is made in the February (for Fall hires) and October (for Spring hires) board meetings.
- College administration sends a digital copy of the tenure portfolio, Department Chair letter, and the portfolio rubric, which will be archived at District Office

Semester 1 Portfolio Table of Contents

The Semester 1 Portfolio must include the following documents.

1. Letter from tenure track faculty member to the college president
2. Semester 1 Procedure Checklist*
3. Curriculum Vitae
4. Course Syllabus with Explanation
5. Sample Assessment with Explanation
6. Two classroom observations*, each accompanied by a post-observation reflection* completed by the tenure track faculty member
 - a. Department Chair
 - b. Administrator
7. Summary of Student Evaluations* completed by the Department Chair
8. Comprehensive Self-Evaluation and Reflection
9. Additional items required by department, if any
 - See forms provided online.

Note: The Semester 1 Portfolio Checklist and the letter from the Department Chair to the college president are submitted with the portfolio, but are not considered part of the portfolio.

Semester 1 Portfolio Document Descriptions

Item	Description
1. Letter from Tenure Track Faculty Member to the College President	For the Semester 1 Portfolio, this letter serves as a brief, formal introduction to the portfolio. This is an opportunity for the tenure track faculty member to highlight strengths, recognize areas for growth, and summarize plans for successful completion of the tenure process.
2. Semester 1 Procedure Checklist	This form is completed by both the Department Chair and the TAP Leader. It indicates that the tenure track faculty member has completed all requirements of the tenure process for the first semester. See form provided online.
3. Curriculum Vitae	The tenure track faculty member's most current curriculum vitae should include all elements required by the college, as well as any special requirements of the department. The tenure track faculty member should ask both the TAP Leader and the Department Chair for these requirements.
4. Course Syllabus with Explanation	The purpose of this document is to demonstrate an adequate understanding of the elements of the syllabus and a developing knowledge of course design. The syllabus included should be identical to the syllabus given to students at the beginning of the semester for one of the courses currently taught by the tenure track faculty member, and should include all elements required by the college and the department. The explanation should show that the syllabus has been constructed thoughtfully to aid student learning and include a brief discussion of how certain elements developed from past experience or a brief discussion of which elements seem to be working well or may need revision in the future.
5. Sample Assessment with Explanation	The purpose of this document is to illustrate the tenure-track faculty member's understanding of how to effectively measure student learning outcomes. The student directions or a description of how the assessment was used must be included with the assessment itself. The explanation must identify the student learning outcomes to be measured, how the assessment measures those outcomes, and a brief discussion of the strengths and/or weaknesses of the assessment.

<p>6. Classroom Observation Forms and Post-Observation Reflections</p>	<p>Classroom observation forms are completed by the Department Chair and an administrative designee. The purpose is to evaluate the tenure track faculty member’s current teaching effectiveness, and to provide feedback to help the faculty member improve, and develop an accurate idea of strengths and areas for growth. See form provided online.</p> <p>Every classroom observation form must be accompanied by a post-observation reflection. The purpose of this form is to allow the tenure track faculty member to contextualize and explain the observed lesson, to self-assess the class session, to reflect on feedback received, and to define next steps for improving instruction. Part 1 should be completed immediately following the observed class (ideally within 24 hours). Part 2 should be completed after receiving formal feedback from the observer. See form provided online.</p>
<p>7. Summary of Student Evaluations</p>	<p>The Department Chair completes the summary of the student evaluations. The purpose is to summarize students’ evaluation of the tenure track faculty member’s current teaching effectiveness, provide feedback to help the tenure track faculty member improve, and develop an accurate idea of strengths and areas for growth. The summary should provide detailed information, including direct quotes from student comments, when appropriate, while protecting the identity of students. Both general trends in scoring as well as anomalies should be noted. The summary should note large discrepancies in feedback between different sections or courses taught. See form provided online.</p>
<p>8. Comprehensive Self-Evaluation and Reflection</p>	<p>This document, completed by the tenure track faculty member, <i>synthesizes</i> all of the information about the faculty member’s own effectiveness over the course of the semester. The document should provide a comprehensive, evidence-based self-evaluation and reflection of strengths and areas of growth. The document <i>must</i> draw upon and directly reference the classroom observations and the summary of student evaluations. Mentor feedback should inform the self-evaluation, but does not need to be directly referenced. The document may also draw upon instructor-made surveys, classroom assessment techniques, discussions with administrators or colleagues, syllabus and/or assessment reflections, and any other relevant sources of feedback. The tenure track faculty member should provide thoughtful reflection and not simply repeat comments from the classroom observation forms and the summary of student evaluations.</p>
<p>9. Additional Items Required by Department, if any</p>	<p>The Department Chair should be consulted regarding any additional items.</p>

Semester 1 Suggested Timeline

This suggested timeline is included to help ensure that all formal procedures are carried out such that the final portfolio deadlines (in bold) can be met.

Week	Tenure Track Faculty Member	Department Chair	TAP Leader	College Administration
Before Faculty Development Week (FDW)			Meet with other TAP Leaders to plan Orientation	Ensure tenure track faculty member has access to Blackboard and email
FDW	Attend FDW, complete TAP pre-reading	Introduce and orient tenure track faculty member to department; review departmental responsibilities and offer overview of potential committee work	Match mentors with new faculty Offer a pre-orientation session to new faculty and a mentor/mentee meet and greet	Welcome new tenure track faculty members
Registration Week	Participate in orientation and complete all assignments; create working draft of annotated syllabus and sample assessment for portfolio		Run orientation; give tenure track faculty member the Tenure Manual and other resources available	
Weeks 1 and 2	Focus on teaching; use TAP Leader, mentor and Department Chair as resources	Committee exploration	TAP Leader works with Department Chair and admin to determine administrative point person for each tenure track faculty member	
Weeks 3 and 4			Department Chair and administrative point person work with tenure track faculty members to schedule the formal observations occurring Weeks 5–8	
Week 5	Send drafts of Curriculum Vitae, syllabus and sample assessment with explanations to TAP Leader	Complete formal classroom observation; follow up with tenure track faculty	Informal check-ins with tenure track faculty members and mentors; offer feedback on	Complete formal classroom observation; follow up with tenure track faculty member and give the formal

Weeks 6, 7 and 8	Work with mentor and TAP Leader to begin writing the self-evaluation and reflection; complete a post-observation reflection for each formal observation	member and give the formal observation write-up within one week; share any major concerns with TAP Leader	portfolio documents as needed	observation write-up within one week; share any major concerns with TAP Leader; provide tenure track faculty member with student evaluation forms by week 9
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Week	Tenure Track Faculty Member	Department Chair	TAP Leader	College Administration
Weeks 9 and 10	Mid-semester check-in with TAP Leader Administer Student Course Evaluations	Assist in completing the Semester 1 Procedure Checklist	Mid-semester check-in with tenure track faculty member, Department Chair and mentor to complete the Semester 1 Procedure Checklist	
Weeks 11 and 12	Finish portfolio	Complete the student evaluation summary and return to tenure track faculty member by Wednesday of Week 12; share any major concerns with TAP Leader		
Week 13		Be available to review drafts of portfolio documents		
Week 14	Portfolio submitted by tenure track faculty member to department on Monday	Department chair completes the Portfolio Checklist; department reviews portfolio		
Week 15		Departmental vote		

Week 16		Department Chair writes and forwards letter, Portfolio Checklist, and portfolio to the college administration by end of week		
End of December through Beginning of January				College administration reviews the portfolio; President or designee completes the rubric and determines the recommendation
Chancellor's meeting in mid- January				President submits recommendations at the Chancellor's meeting and shares rubric feedback with tenure track faculty member

Semester 2

The tenure track faculty member will participate in the Second Semester Seminar. The curriculum includes studying the Talents of Teaching and preparing the tenure track faculty member for the Second Semester Review. The tenure track faculty member will continue to participate in the Mentor Program, being observed twice by the mentor, and observing two fellow faculty members. These observations are purely non-evaluative with the goal of helping the tenure track faculty member reflect on teaching practices. Additionally, the tenure track faculty member will have two evaluative classroom observations this semester to be included in the Semester 3 portfolio. This semester the tenure track faculty member will increase committee involvement. The suggested level of contribution is active involvement and contribution in at least one committee and participation in a second committee.

Through the Second Semester Seminar, with the support of the TAP Leader³ and Department Chair, the tenure track faculty member will develop a teaching and service philosophy and the Individualized Learning and Service Plan (ILSP). These documents will be reviewed by the Department Chair and the

³ The TAP Leader will support this process by ensuring quality but not directing content.

administrative designee in the Second Semester Review, a formal review meeting at the end of the semester. The purposes of this review are to determine that both the Department Chair and the administration agree that the ILSP demonstrates the tenure track faculty member's clear understanding of the Talents of Teaching and will assist the tenure track faculty member in building the final Argument for Tenure. The administrative designee will write up a formal report of the meeting, which will be signed by all meeting participants. The tenure track faculty member will not submit a formal portfolio in Semester 2.

Objectives

- The tenure track faculty member develops an understanding of the Talents of Teaching.
- The tenure track faculty member develops a teaching and service philosophy and identifies examples of how the philosophy informs instruction and college involvement.
- The tenure track faculty member uses the Talents of Teaching as a guide to identifying strengths and areas for growth, and designs an Individualized Learning and Service Plan (ILSP) to address these.

Indicators of Success

- The Semester 2 Procedure Checklist validates that the tenure track faculty member is actively participating in the TAP process. The Second Semester Review report indicates the tenure track faculty member is able to articulate knowledge of the Talents of Teaching.
- The Second Semester Review Report indicates that the tenure track faculty member's teaching and service philosophy shows significant depth of thought at both the theoretical and practical levels.
- The Second Semester Review Report denotes that the tenure track faculty member's ILSP articulates strengths and areas for growth based on the Talents of Teaching, and a well-thought out plan that will aid in the creation of a strong final Argument for Tenure.

Tenure Track Faculty Member Activities

The tenure track faculty member...

- Participates in the Second Semester Seminar
- Participates in the Mentor Program which includes being observed by the mentor twice
- Observes two faculty members⁴
- Meets with Department Chair to discuss the Semester 1 course retention and success data
- Is formally observed by two tenured faculty members⁵; one chosen by the Department Chair, and one selected by the tenure track faculty member
- Completes a post-observation reflection for each formal observation
- Meets with each observer following classroom visitation (recommended)
- Begins contributing to committees. It is suggested that the tenure track faculty member become actively involved in one committee and participate in a second committee
- Develops a teaching and service philosophy and the ILSP
- Undergoes student evaluation in all courses
- Participates in Second Semester Review

4 These are informal observations intended to help the tenure track faculty member reflect more deeply about teaching practices by observing peers. The peers observed do not have to be tenured.

5 Neither of the observing faculty members should be the Department Chair or the mentor; observing faculty members do not have to be in the same discipline as the tenure track faculty member.

- Fulfills regular college expectations as well as departmental expectations as outlined in the written departmental criteria and procedures

Formal Departmental and Administrative Procedures

- Department Chair has a discussion about Semester 1 course retention and success data with the tenure track faculty member
- Second Semester Review is scheduled and chaired by the administrative designee
- Teaching and service philosophy and the ILSP are submitted to the Department Chair and administrative designee one week prior to the Second Semester Review
- Second Semester Review Report completed by the administrative designee and signed by all in attendance as well as the Vice President; the tenure track faculty member may begin working on all ILSP outcomes approved at the meeting
- The report is provided to the tenure track faculty member, with specific revision requests for the ILSP and identified areas of concern that were discussed during the meeting, if any

Documents Generated During Semester 2 for Semester 3 Portfolio

Item	Description
Teaching and Service Philosophy (Draft)	The teaching and service philosophy demonstrates how the tenure track faculty member's practice is guided by theory. As such, it should exhibit knowledge of learning theory and offer a thoughtful reflection on the theories that guide one's own teaching practices. A discussion of the role and responsibilities of full-time faculty outside the classroom should also be provided, showing a holistic view of how full-time faculty members support the mission of the institution. The document should also include a reflection on how one's philosophy directs one's actions both inside and outside the classroom with reference to examples.
Individualized Learning and Service Plan (ILSP); Approved with Department Chair and Administrative Signatures	The Individualized Learning and Service Plan (ILSP) is a product of the Second Semester Seminar. The purpose of this document is for the tenure track faculty member to outline a plan for outcomes-based professional development and service to the institution. The ILSP uses the Talents of Teaching as a guide for assessing strengths and areas for growth. The tenure track faculty member must then develop a plan to address the areas for growth and to provide meaningful service to the institution. The ILSP outcomes must be approved by the Department Chair and an administrator during the Second Semester Review. See form provided online.

Classroom Observation Forms and Post- Observation Reflections	<p>Classroom observation forms are completed by the tenured faculty members who observe the tenure track faculty member during Semester 2. The purpose is to evaluate the tenure track faculty member’s current teaching effectiveness, provide feedback to help the tenure track faculty member improve, and to develop an accurate idea of strengths and areas for growth. See form provided online.</p> <p>Every classroom observation form must be accompanied by a post-observation reflection. The purpose of this form is to allow the tenure track faculty member to contextualize and explain the observed lesson, to self-assess the class session, to reflect on feedback received, and to define next steps for improving instruction. Part 1 should be completed immediately following the observed class (ideally within 24 hours). Part 2 should be completed after receiving formal feedback from the observer. A post-observation reflection must accompany every classroom observation form. See form provided online.</p>
8. Summary of Student Evaluations	<p>The Department Chair completes the summary of the student evaluations. The purpose is to summarize students’ evaluation of the tenure track faculty member’s current teaching effectiveness, provide feedback to help the tenure track faculty member improve, and develop an accurate idea of strengths and areas for growth. The summary should provide detailed information, including direct quotes from student comments, when appropriate, while protecting the identity of students. Both general trends in scoring as well as anomalies should be noted. The summary should note large discrepancies in feedback between different sections or courses taught. See form provided online.</p>
Second Semester Review Report	<p>This report is completed by an administrative designee, and signed by the Vice President. It discusses the results of the Second Semester Review, including any revisions to the ILSP mentioned in the meeting. The written report should be provided to the tenure track faculty member. See form provided online.</p>
Semester 2 Procedure Checklist	<p>This form is completed by both the Department Chair and the TAP Leader. It indicates that the tenure track faculty member has completed all requirements of the tenure process for the second semester. See form provided online.</p>

Semester 2 Suggested Timeline

Week	Tenure Track Faculty Member	Committee involvement	Department Chair	TAP Leader	College Administration
Week 1	Participate in Second Semester Seminar and mentor program; complete all required observations and		Complete informal discussion with tenure track faculty member about contextualized data report from Semester 1 by end of Week 4.	Assist with scheduling Second Semester Reviews Second Semester Seminar	Schedule Second Semester Reviews Provide student evaluation forms to tenure track faculty member to be completed
Week 2					
Week 3					
Week 4					

	post-observation reflections; administer student evaluations; work with department chair, TAP Leader and admin to schedule Second Semester Review	Select tenured faculty member to perform classroom observation	by date specified at the college level
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10		Be available for consultation as tenure track faculty member completes ILSP draft	
Week 11			
Week 12			
Week 13	Submit all required documents for review one week prior to scheduled review date	Read all documents for the Second Semester Review prior to meeting	
Week 14	Second Semester Reviews take place; the administrative designee completes the Second Semester Review Report, gets all required signatures, and returns the Report to the tenure- track faculty member; ILSP is approved or returned for revision		
Week 15			
Week 16			

Semester 3

The tenure track faculty member is encouraged to change mentors at this time. This will allow the tenure track faculty member to work with someone who can best support the completion of the ILSP; it also allows the tenure track faculty member to receive feedback from another faculty peer. The tenure track faculty member will be observed by the Department Chair and an administrator. The tenure track faculty member will continue committee involvement and work towards the development of the Argument for Tenure by working on their ILSP outcomes⁶. The tenure track faculty member will also submit a portfolio for departmental and administrative review.

Objectives

- The tenure track faculty member uses the Talents of Teaching and appropriate feedback (student evaluation comments, observation comments, mentor discussions, student success data and other metrics as appropriate) to design effective classroom instruction.

⁶ Note: The ILSP is to be seen as a living document. A tenure track faculty member who needs to deviate from the ILSP may initiate small modifications as necessary. Large deviations should be approved by the Department Chair and an administrative designee.

- By beginning implementation of the ILSP, the tenure track faculty member strategically works to demonstrate growth in the Talents of Teaching and to engage in meaningful service to the department, college, and/or district.
- The tenure track faculty member continues to engage in meaningful self-evaluation and reflection with the goal of continued growth.

Indicators of Success

- Classroom observations, student evaluations and other metrics (as appropriate) confirm that the tenure track faculty member is consistently offering effective classroom instruction.
- The letter from the Department Chair and ILSP Progress Report with appropriate artifacts document the tenure track faculty member's growth and service to the department, college and/or district.
- The Semester 3 Portfolio Rubric and Comments indicate that portfolio documents are well-supported and thoughtful, demonstrating the ability to synthesize evidence from multiple sources.

Tenure Track Faculty Member Activities

The tenure track faculty member...

- Participates in the Mentor Program (Classroom Visits are optional this semester)
- Meets with the Department Chair to discuss course data from Semester 1 and 2
- Is observed by the Department Chair and an administrator (formal observations)
- Completes a post-observation reflection for each formal observation
- Continues implementation of ILSP
- Continues committee involvement
- Completes Semester 3 Portfolio
- Fulfills regular college expectations as well as departmental expectations as outlined in the written departmental criteria and procedures

Formal Departmental and Administrative Procedures

- Department Chair discusses Semester 1 and 2 course data with the tenure track faculty member and completes the Contextualized Data Report.
- The tenure track faculty member submits the completed portfolio to the department at the beginning of Week 14.
- During Week 14, the Department Chair completes the Semester 3 Portfolio Checklist to ensure that the portfolio is complete, and the department and Department Chair review the portfolio.
- During Weeks 14- 15, the department votes on contract renewal.
- By the end of Week 16, the Department Chair writes a formal letter to the president, including the result of the vote, and forwards the letter, the Semester 3 Portfolio Checklist, and the portfolio to the college administration.
- The college administration reviews the portfolio and the president completes the Semester 3 Portfolio Rubric and determines the recommendation.
- The recommendation and the rubric, which includes detailed comments that explain the recommendation, are submitted at the Chancellor's meeting in mid-January and forwards rubric feedback to the tenure track faculty member.

- Board decision is made in the February (for Fall hires) and October (for Spring hires) board meetings.
- College administration sends a digital copy of the tenure portfolio, Department Chair letter, and the portfolio rubric, which will be archived at District Office.

Semester 3 Portfolio Table of Contents

The Semester 3 Portfolio must include the following documents.

1. Letter from tenure track faculty member to the college president
2. Semester 2 and 3 Procedure Checklists*
3. Curriculum Vitae
4. Teaching and Service Philosophy
5. Course Syllabus with Explanation of Course Design
6. Sample Assessment with Explanation and Reflection
7. Four classroom observations*, each accompanied by a post-observation reflection* completed by the tenure track faculty member
 - a. Two tenured faculty members (Semester 2)
 - b. Department Chair (Semester 3)
 - c. Administrator (Semester 3)
8. Summary of Student Evaluations* (for Semesters 2 and 3) completed by the Department Chair
9. Contextualized Data Report* for Semesters 1 and 2 10 completed by the Department Chair. Comprehensive Self-Evaluation and Reflection
11. ILSP and related documents:
 - a. Approved ILSP*
 - b. Second Semester Review Report completed by the Department Chair *
 - c. ILSP progress report with supporting artifacts
10. Semester 1 Portfolio Rubric* and any needed responses and/or action plans
11. Additional items required by department, if any

* See form provided online.

Note: The Semester 3 Portfolio Checklist and the letter from the department chair to the college president and submitted with the portfolio, but are not considered part of the portfolio.

Semester 3 Portfolio Document Descriptions

Semester 3 Portfolio: Table of Contents	Description
1. Letter from the Tenure Track Faculty Member to the College President	This document should summarize the portfolio, describing the tenure track faculty member’s progress towards tenure. The tenure track faculty member should draw attention to evidence contained in the portfolio that supports growth in the Talents of Teaching, specifically those noted as areas of growth in the Semester 1 portfolio and ILSP.

<p>2. Semester 2 and 3 Procedure Checklists</p>	<p>These forms are completed by both the Department Chair and the TAP Leader. They indicate that the tenure track faculty member has completed all requirements of the tenure process since the completion of the Semester 1 portfolio. See form provided online.</p>
<p>3. Curriculum Vitae</p>	<p>The tenure track faculty member's most current curriculum vitae should include all elements required by the college, as well as any special requirements of the department. The tenure track faculty member should ask both the TAP Leader and the Department Chair for these requirements. The tenure track faculty member should be sure to include any professional development or service conducted since the Semester 1 portfolio.</p>
<p>4. Teaching and Service Philosophy</p>	<p>The teaching and service philosophy is one of the culminating documents created in the Second Semester Seminar and its purpose is to demonstrate how the tenure track faculty member's practice is guided by theory. As such, it should exhibit knowledge of learning theory and offer a thoughtful reflection on the theories that guide one's own teaching practices. A discussion of the role and responsibilities of full time faculty outside the classroom should also be provided, showing a holistic view of how full time faculty members support the mission of the institution. The document should also include a reflection on how one's philosophy directs one's actions both inside and outside the classroom with reference to examples.</p>
<p>5. Course Syllabus with Explanation of Course Design</p>	<p>The purpose of this document is to demonstrate developing knowledge of course design. The syllabus included should be identical to the syllabus given to students for one of the courses taught by the tenure track faculty member either in the previous semester or the current semester, and should include all elements required by the college and the department. The syllabus does not need to be for the same course as the syllabus included in the previous portfolio.</p> <p>The explanation should show that the course has been designed thoughtfully to aid student learning. The reflection should demonstrate the tenure track faculty member's ability to recognize the effects that elements of the syllabus or course design have had on the classroom environment or student learning. It should also include a discussion of possible revisions the tenure track faculty member will make in the future, and why these revisions would enhance the syllabus or course design. Tenure track faculty members are encouraged to discuss how classroom data, classroom observations and/or student feedback influenced the development or revision of the syllabus.</p>

<p>6. Sample Assessment with Explanation and Reflection</p>	<p>The purpose of this document is to illustrate the tenure track faculty member’s understanding of how to effectively measure student learning. The student directions or a description of how the assessment was used must be included with the assessment itself. The explanation must identify the student learning outcomes to be measured and how the assessment would measure those outcomes. The reflection should include a discussion of the strengths and weaknesses of the assessment, its ability to effectively measure student learning, and how the results were used to inform instruction. The tenure track faculty member should also discuss any changes to be made to the assessment in the future, and how those changes would enhance the assessment’s ability to accurately measure student learning.</p>
<p>7. Classroom Observation Forms and Post- Observation Reflection Forms</p>	<p>Classroom observation forms are completed by two tenured faculty members (Semester 2), the Department Chair (Semester 3) and an administrative designee (Semester 3). The purpose is to evaluate the tenure track faculty member’s current teaching effectiveness, and to provide feedback to help the tenure track faculty member improve and develop an accurate idea of strengths and areas for growth. See form provided online. Every classroom observation form must be accompanied by a post-observation reflection. The purpose of this form is to allow the tenure track faculty member to contextualize and explain the observed lesson, to self-assess the class session, to reflect on feedback received, and to define next steps for improving instruction. Part 1 should be completed immediately following the observed class (ideally within 24 hours). Part 2 should be completed after receiving formal feedback from the observer. See form provided online.</p>
<p>8. Summary of Student Evaluations</p>	<p>The Department Chair completes the summary of the student evaluations for all classes. The purpose is to summarize students’ evaluation of the tenure track faculty member’s current teaching effectiveness, provide feedback to help the tenure track faculty member improve, and develop an accurate idea of strengths and areas for growth. The summary should provide detailed information, including direct quotes from student comments, when appropriate, while protecting the identity of students. Both general trends in scoring as well as anomalies should be noted. The summary should note large discrepancies in feedback between different sections or courses taught. See form provided online.</p>

<p>9. Contextualized Data Report</p>	<p>This report, completed by the Department Chair, in conjunction with the institutional researcher and the tenure track faculty member, must include retention and course success data from completed semesters (Semester 1 and 2 for the Semester 3 portfolio). Other relevant data should be included as appropriate to the discipline and course. The purpose of the contextualized data report is to provide a qualitative analysis of quantitative information in order to identify and explain anomalies, and, when combined with the other forms of evaluation included in the portfolio, arrive at a more holistic picture of the tenure track faculty member's performance. See form provided online.</p>
<p>10. Comprehensive Self-Evaluation and Reflection</p>	<p>This document, completed by the tenure track faculty member, <i>synthesizes</i> all of the information received regarding teaching effectiveness throughout the tenure track faculty member's first three semester. The document should provide a comprehensive, evidence-based self-evaluation and reflection of strengths and areas of growth. The document <i>must</i> draw upon and directly reference the classroom observations, the summary of student evaluations, and the Contextualized Data Report. Mentor feedback should inform the self-evaluation, but does not need to be directly referenced. The document may also draw upon instructor-made surveys, classroom assessment techniques, discussions with administrators or colleagues, syllabus/assessment reflections, or any other relevant sources of feedback.</p> <p>The Semester 3 comprehensive self-evaluation and reflection must also refer back to the Comprehensive Self-Evaluation and Reflection completed for the</p>

	<p>Semester 1 portfolio, noting progress and growth. <i>This semester's Comprehensive Self-Evaluation and Reflection should demonstrate the tenure track faculty member's ability to engage in critical reflection in more depth than in the previous portfolio.</i></p>
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<p>11. ILSP and Related Documents</p>	<p>The Individualized Learning and Service Plan (ILSP) is a product of the Second Semester Seminar. The purpose of this document is for the tenure track faculty member to outline a plan for outcomes-based professional development and service to the institution. The ILSP uses the Talents of Teaching as a guide for assessing strengths and areas for growth. The tenure track faculty member must then develop a plan to address the areas for growth and to provide meaningful service to the institution. The ILSP outcomes must be approved by the Department Chair and an administrator during the Second Semester Review. See form provided online.</p> <p>The Second Semester Review Report is completed by an administrative designee, and signed by the Vice President. It discusses the results of the Second Semester Review, including any revisions to the ILSP mentioned in the meeting. See form provided online.</p> <p>The ILSP Progress Report is written by the tenure track faculty member and should describe progress on the ILSP and offer appropriate documentation.</p>
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12. Semester 1 Portfolio Rubric with any Necessary Responses and/or Action Plans	The Semester 1 Portfolio Rubric is put in the Semester 3 portfolio. If any necessary responses or action plans were given to the tenure track faculty member, those should also be included. Any supporting documents or required materials requested from the action plan should also be included here.
13. Additional items required by department, if any	The Department Chair should be consulted regarding any additional items.

Semester 3 Suggested Timeline

Week	Tenure track faculty member	Department Chair	TAP Leader	College Administration
Week 1	Continue committee participation Meet with Department Chair to discuss course data from Semester 1 Complete work as outlined in ILSP Work on portfolio documents Complete a post-observation reflection for each formal observation	Department Chair and administrative point person work with tenure track faculty members to schedule the formal observations occurring Weeks 5–8		
Week 2		Discuss Semester 1 and 2 course data with tenure track faculty member by end of week 4	Offer individual support to tenure track faculty members and check- in with	
Week 3				
Week 4		Complete formal classroom observation; follow up with tenure track faculty member and return the formal observation write-up within one week; share any major concerns with TAP Leader	Department Chair, mentor, and administration. Complete Semester 2 and 3 checklist	Complete formal classroom observation; follow up with tenure track faculty member and return the formal observation write-up within one week; share any major concerns with Department Chair and Tap Leader
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				Provide student evaluation forms to tenure track faculty member by week 9
Week 10 and 11	Administer student evaluations	Complete the student evaluation summary and give to		

Week 12		the tenure track faculty member by Wednesday of Week 12		
Week 13	Complete portfolio documents	Be available to review drafts of portfolio documents		
Week 14	Portfolio submitted by tenure track faculty member to Department Chair on Monday	Department chair completes the Portfolio Checklist; department reviews portfolio		
Week 15		Departmental vote		
Week 16		Department Chair writes and forwards letter, Portfolio Checklist, and portfolio to the college administration by end of week		

Week	Tenure track faculty member	Department Chair	TAP Leader	College Administration
End of Semester Second				College administration reviews the portfolio; administrative designee or President completes the rubric and determines the recommendation. The original portfolio along with the completed semester 3 Portfolio rubric is return to the tenure track faculty member.
				President or designee submits

				recommendations for the February Board
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Semesters 4 and 5

Semesters 4 and 5 have been grouped together because the main focus of these semesters is to build the final tenure portfolio, a process which should be completed in stages, allowing for ample feedback and revision.

In Semester 4, the tenure track faculty member is observed by two tenured faculty members; in Semester 5, the tenure track faculty member is observed by the Department Chair and an administrator. During Semesters 4 and 5, the tenure track faculty member completes the ILSP and focuses on creating the Argument for Tenure for the final portfolio.

Objectives

- The tenure track faculty member continues to improve quality of instruction and contributes significantly to the department, college and/or district.
- The tenure track faculty member develops an effective argument for tenure, as supported by evidence from semesters 1–5.

Indicators of Success

- The completed ILSP and supporting artifacts document both ongoing commitment to professional development and significant meaningful contribution to the department, college and/or district.
- The tenure track faculty member makes an effective argument for tenure, which draws on evidence from classroom observations, student evaluations and other artifacts as appropriate.

Tenure Track Faculty Member Activities – Semesters 4 & 5

The tenure track faculty member...

- Participates in the mentor program (Semester 4)
- Meets with the Department Chair to discuss the Semester 3 course data (in Semester 4) and the Semester 3 and 4 Contextualized Data Report (in Semester 5) Is observed in four formal evaluations: by two tenured faculty members, one selected by the Department Chair and one selected by the tenure track faculty member⁷ (Semester 4)
 - by the Department Chair (Semester 5)
 - by an administrator (Semester 5)
- Completes a post-observation reflection for each formal observation
- Undergoes student evaluation in all classes
- Completes implementation of the ILSP

⁷ Neither of the observing faculty members should be the Department Chair or the current mentor; observing faculty members do not have to be in the same discipline as the tenure track faculty member.

- Creates the Argument for Tenure, demonstrating competence in the Talents of Teaching and outlining why tenure should be granted; the Argument for Tenure should explicitly reference the artifacts used as evidence
- Fulfills regular college expectations as well as departmental expectations as outlined in the written departmental criteria and procedures

Formal Departmental and Administrative Procedures – Semester 5

- Department Chair completes the Semester 3 and 4 Contextualized Data Report
- The tenure track faculty member submits the completed portfolio to the department at the beginning of Week 14.
- During Week 14, the Department Chair completes the Semester 5 Portfolio Checklist to ensure that the portfolio is complete; the department and Department Chair review the portfolio.
- During Weeks 14-15, the department votes on contract renewal.
- By the end of Week 16, the Department Chair writes a formal letter to the president, including the result of the vote, and forwards the letter, the Semester 5 Portfolio Checklist, and the portfolio to the college administration.
- The college administration reviews the portfolio and the president completes the Semester 5 Portfolio Rubric and determines the recommendation.
- The recommendation and the rubric, which includes detailed comments that explain the recommendation, are submitted at the Chancellor’s meeting in mid-January and forwarded to the tenure track faculty member.
- Board decision is made in the February (for Fall hires) and October (for Spring hires) board meetings.
- College administration sends a digital copy of the tenure portfolio, Department Chair letter, and the portfolio rubric, which will be archived at District Office.

Semester 5 Portfolio Table of Contents

The Semester 5 Portfolio must include the following documents.

1. Argument for Tenure, addressed to the college president
2. Curriculum Vitae
3. Sample Assessment with Explanation and Reflection
4. Four classroom observations*, each accompanied by a post-observation reflection* completed by the tenure track faculty member
 - a. Two tenured faculty members (Semester 4)
 - b. Department Chair (Semester 5)
 - c. Administrator (Semester 5)
5. Summary of Student Evaluations* completed by the Department Chair
6. Contextualized Data Report* for Semesters 3 and 4
7. Semesters 1 and 3 Portfolio Rubrics* and any needed responses and/or action plans
8. Additional items required by department, if any
9. Appendix including approved ILSP, Second Semester Review Report, ILSP evidence and other documentation or artifacts to support the Argument for Tenure

* See form provided online.

Note: The Semester 5 Portfolio Checklist and the letter from the Department Chair to the college president are submitted with the portfolio, but are not considered part of the portfolio.

Semester 5 Portfolio Document Descriptions

Item	Description
<p>1. Argument for Tenure, Addressed to College President</p>	<p>The Argument for Tenure, written as a formal letter addressed to the college president, represents the culmination of all the work accomplished over the five-semester tenure process. Through the use of extensive and varied evidence, the Argument for Tenure should demonstrate competence in the Talents of Teaching as well as a pattern of ongoing growth. The tenure track faculty member's argument should refer to and be supported by the required portfolio documents as well as artifacts selected for inclusion in the appendix.</p>
<p>2. Curriculum Vitae</p>	<p>The tenure track faculty member's most current curriculum vitae should include all elements required by the college, as well as any special requirements of the department. The tenure track faculty member should be sure to include any professional development or service conducted since the Semester 3 portfolio.</p>
<p>3. Sample Assessment with Explanation and Reflection</p>	<p>The purpose of this document is to illustrate the tenure track faculty member's understanding of how to effectively measure student learning. The student directions or a description of how the assessment was used must be included with the assessment itself. The explanation must identify the student learning outcomes to be measure and how the assessment would measure those outcomes. The reflection should include a discussion of the strengths and weaknesses of the assessment, its ability to effectively measure student learning, and how the results were used to inform instruction. The tenure track faculty member should also discuss any changes to be made to the assessment in the future, and how those changes would enhance the assessment's ability to accurately measure student learning.</p>

<p>4. Classroom Observation Forms and Post- Observation Reflections</p>	<p>Classroom observation forms are completed by the two tenured faculty members (Semester 4), the Department Chair (Semester 5) and an administrative designee (Semester 5). The purpose is to evaluate the tenure track faculty member’s current teaching effectiveness, and to provide feedback to help the tenure track faculty member improve and develop an accurate idea of strengths and areas for growth. See form provided online.</p> <p>Every classroom observation form must be accompanied by a post-observation reflection. The purpose of this form is to allow the tenure track faculty member to contextualize and explain the observed lesson, to self-assess the class session, to reflect on feedback received, and to define next steps for improving instruction. Part 1 should be completed immediately following the observed class (ideally within 24 hours). Part 2 should be completed after receiving formal feedback from the observer. See form provided online.</p>
<p>5. Summary of Student Evaluations</p>	<p>The Department Chair completes the summary of the student evaluations. The purpose is to summarize students’ evaluation of the</p>

	<p>tenure track faculty member’s current teaching effectiveness, to summarize feedback to help the tenure track faculty member improve and develop an accurate idea of strengths and areas for growth. The summary should provide detailed information, including direct quotes from student comments, when appropriate, while protecting the identity of students. Both general trends in scoring as well as anomalies should be noted. The summary should note large discrepancies in feedback between different sections or courses taught. See form provided online.</p>
<p>6. Contextualized Data Report</p>	<p>This report, completed by the Department Chair, in conjunction with the institutional researcher and the tenure track faculty member, must include retention and course success data from Semester 3 and 4. Other relevant data should be included as appropriate to the discipline and course. The purpose of the Contextualized Data Report is to provide a qualitative analysis of quantitative information in order to identify and explain anomalies, and, when combined with the other forms of evaluation included in the portfolio, arrive at a more holistic picture of the tenure track faculty member’s performance. See form provided online.</p>
<p>7. Semester 1 and 3 Portfolio Rubrics with any Necessary Responses</p>	<p>The Semester 1 and Semester 3 Portfolio Rubrics are put in the Semester 5 portfolio. If any necessary responses or action plans were given to the tenure track faculty member (in either Semesters 1 or 3), those should also be included. Any supporting documents or required materials requested from the action plan should also be included here.</p>

8. Additional Items Required by Department, if any	The Department Chair should be consulted regarding any additional items.
9. Appendix	The Appendix must include the approved ILSP, the Second Semester Review Report, and evidence of completion of the ILSP and any other documentation or evidence to support the Argument for Tenure.

Semester 4 Suggested Timeline

Week	Tenure track faculty member	Department Chair	TAP Leader	College Administration
Weeks 1–16	Continue committee participation Complete work as outlined in ILSP Select tenured faculty member to perform classroom observation Administer student evaluations as scheduled by administration Work on portfolio documents; solicit feedback from mentor, TAP leader and Department Chair	Complete informal discussion with tenure track faculty member about course data from Semester 3 by end of week 4 Assist tenure track faculty member in completing ILSP work Select tenured faculty member to perform classroom observation	Assist tenure track faculty member in completing ILSP work Review and offer feedback on final portfolio document drafts Appraise administration of potential issues	Provide tenure track faculty member with student evaluation forms to be completed by date specified at the college level. Be available to tenure track faculty member, Department Chair, and TAP Leader for assistance as necessary

Semester 5 Suggested Timeline

Week	Tenure track faculty member	Department Chair	TAP Leader	College Administration
Week 1	Informal check-in and update regarding progress on final portfolio			
Weeks 2–9	Continue committee participation Complete work as outlined in ILSP Work on portfolio documents; ensure all observations and post-observation reflections are complete; solicit feedback from mentor, TAP Leader and Department Chair	Complete informal discussion with tenure track faculty member about Contextualized Data Report for Semesters 3 and 4 by end of week 4 Complete formal classroom observation; follow up with tenure track faculty member and return the formal observation write-up within one week	Assist tenure track faculty member in completing ILSP work Review and offer feedback on final portfolio document drafts	Complete formal classroom observation; follow up with tenure track faculty member and return the formal observation write-up within one week Provide student evaluation forms to tenure track faculty
Week 10 and 11	Complete Student Evaluations	Assist tenure track faculty member in completing ILSP work		
Week 12	Solicit feedback on portfolio documents from TAP Leader and others	Student evaluation summary given to tenure track faculty member by Wednesday		
Week 13	Incorporate student evaluation information into tenure argument; finalize all portfolio documents			
Week 14	Portfolio submitted by tenure track faculty member to	Department Chair completes the Portfolio Checklist;		

	department on Monday	department reviews portfolio		
Week 15		Departmental vote		
Week 16		Department Chair writes and forwards letter, Portfolio Checklist, and portfolio to the college administration by end of week		

Week	Tenure track faculty member	Department Chair	TAP Leader	College Administration
End of Semester through Beginning of January				College administration reviews the portfolio; President or designee completes the rubric and determines the recommendation
Second week of January				President submits recommendations for the Board

Tenure Extension

Policy and Process Overview

[Article IIIB](#) of the Illinois Community College Act provides the official policy on tenure for community colleges. City Colleges of Chicago (CCC) Tenure Assistance Program (TAP) is the five-semester process CCC has adopted following the state of IL tenure policy.

Tenure Extensions Policy Overview

Section 3B-2 of Article IIIB of the Illinois Community College Act states the following:

Any faculty member who has been employed in any district for a period of 3 consecutive school years shall enter upon tenure unless dismissed as hereinafter provided. However, A board may, at its option extend such period for one additional school year by giving the faculty member notice not later than 60 days before the end of the school year or term during the school year or term immediately preceding the school year or term in which tenure would otherwise be conferred. Such notice must state the corrective

actions which the faculty member should take to satisfactorily complete service requirements for tenure. The specific reasons for the one-year extension shall be confidential but shall be issued to the teacher upon request. The foregoing provision for a three-year period and optional one-year extension shall not be construed to interfere with or abrogate local board rules or contracts which now or hereafter may provide for a lesser period of service before entering upon tenure.

In compliance with the above policy statement, CCC's practice for granting extensions since 2017 follows CCC contract renewals and tenure appointment Board schedule. Contract renewals and tenure appointments are Board approved twice a year in October (spring hires) and February (fall hires).

CCC Tenure Extension Practice

College Level

- Tenure Track Faculty Member (TTFM) can have up to a year extension. However, this extension should NOT be used to delay the start of the TAP process. While TTFMS, per IL policy, has up to a year extension, extensions are commonly asked due to medical or other reasons that impact a TTFM teaching and other employment responsibilities.
- TTFMs can ask for a one-semester extension at a time (for example, if a spring hire would be submitting 1,3 or 5th-semester portfolio artifacts for contract renewal or tenure on the October Board, artifacts would be submitted in accordance to February Board TAP timelines if asking for a semester extension).
- TTFMs will make their one-semester extension request to their Dean. The request should be made following the local college's timeline for asking for an extension.
- Deans relay the request to the Vice President (VP) of Academic and Student Affairs. Once the VP signs off on the request per the local college's timelines and process for such request, the Dean informs the TTFM, Dept. Chair and TAP Leader(s): the VP has granted the extension. In this notification, the Dean, in partnership with the TAP Leader(s), must communicate the updated tenure timeline to the TTFM.
- During communication to the District Office's Department of Academic Affairs of tenure actions for the Board Report, College Presidents or their Tenure Assistant Program (TAP) Administrator designee (Vice President of Academic and Student Affairs) will notify of the extension.
- College Presidents or their Tenure Assistant Program (TAP) Administrator designee (Vice President of Academic and Student Affairs), when uploading the final tenure portfolio artifacts to the District Office via the TAP APP, will include an updated tenure timeline for the TTFM who received an extension that was communicated to the TTFM.

District Office of Academic Affairs Level

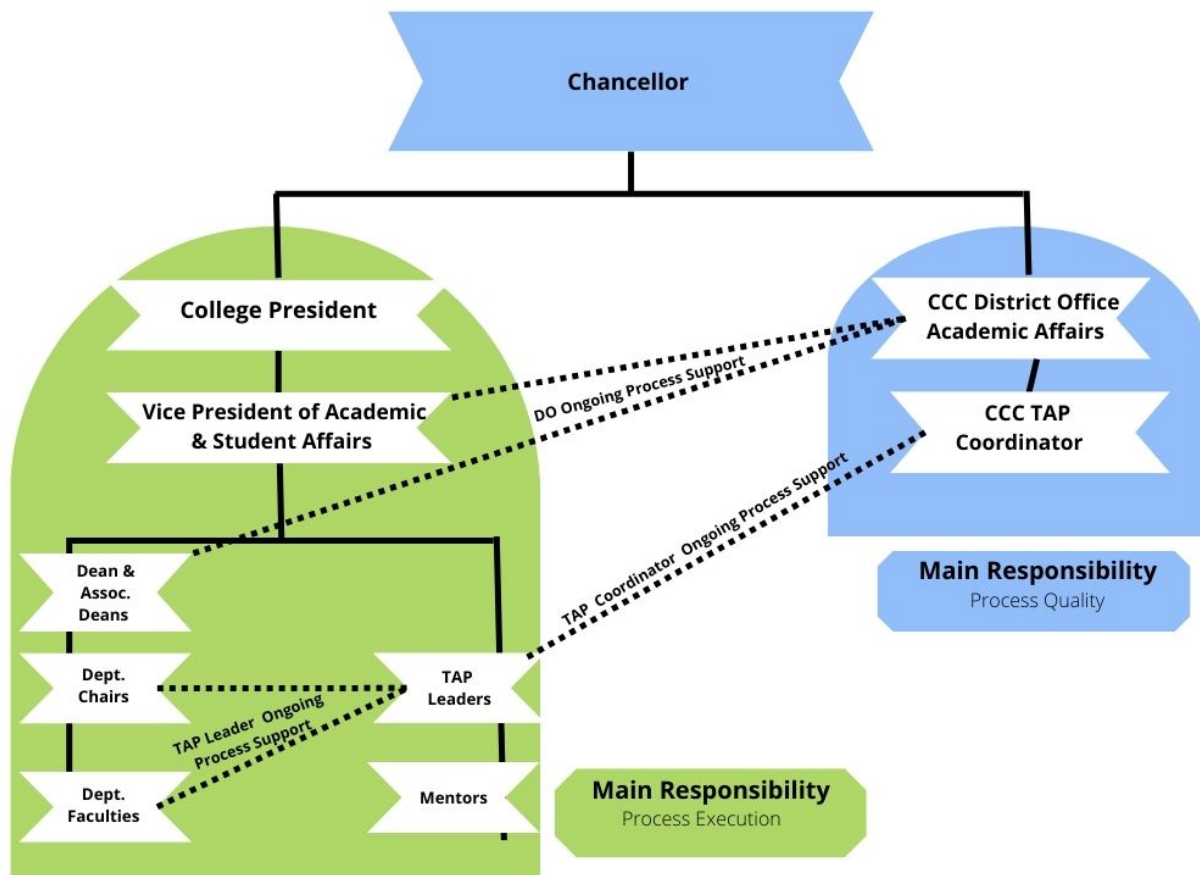
- Upon receiving communication from a College President or their Tenure Assistant Program (TAP) of granting a semester extension to a TTFM, the Executive Director of Academic Affairs or the Sr. Project Manager of Faculty Development will respond confirming the action has been noted.

- Executive Director of Academic Affairs or the Sr. Project Manager of Faculty Development will prepare the Draft Board Report for the one-semester extension.
- The Executive Director of Academic Affairs will share the draft Board Report with the Deputy Provost.
- The Deputy Provost will review the Draft Board Report in conjunction with the Provost and submit a final to the Board Office in accordance with reporting deadlines.

Duties and Responsibilities

Overview of Duties and Responsibilities

The tenure process is designed to ensure clarity of duties and responsibilities. Process execution is housed at the college, headed by the college president. Process execution includes both evaluation and support of the tenure track faculty member. The president reports recommendations for contract renewal and tenure directly to the Chancellor. The Provost is responsible for ensuring quality control across the district and ensuring the process continues improving.



Responsibilities of College Administration

The college administration is responsible for evaluation of tenure track faculty members and ensuring that the process is executed effectively at the college. The president will delegate the following duties as appropriate:

Process Execution

- Ensure that the tenure process is carried out in accordance with the standards set out by District Office of Academic Affairs
- Evaluate the Tenure Assistance Program (TAP) by observing the TAP Leader, soliciting feedback from the Department Chairs, and considering the quality of the tenure track

faculty members' portfolios in aggregate in order to identify opportunities for program improvement

- Complete the Tenure Process Report Self-Study Form in order to identify strengths and areas for growth in the implementation of the tenure process
- Meet with District Office of Academic Affairs to review findings of the Tenure Process Report; use the meeting as a time to collaborate to improve the hiring and tenure process (both implementation and design)

New Tenure Track Faculty Hires

- Communicate names of new tenure track faculty to District Director of Accreditation, Assessment and Faculty Development and respective college TAP Leader prior to start of the semester: names of faculty hired after the start of the semester should be communicated to the District Director of Accreditation, Assessment and Faculty Development and any tenure onboarding is handled by each college on a case by case basis
- Ensure that all new tenure track faculty are appropriately on boarded to ensure participation in the Tenure Orientation Seminar and Second Semester Seminar.

Contract Renewal and Tenure Decisions

- Make decisions regarding contract renewal and tenure using the rubric-based evaluation
- Present rubrics and comments to the Chancellor and the Board

Review of Tenure Track Faculty Member Progress

- Review portfolios in Semesters 1, 3 and 5 for all tenure track faculty members and complete rubrics with comments
- Organize and chair Second Semester Review meetings, and complete the Second Semester Review Report, including approving and providing feedback on tenure track faculty members' ILSPs
- Ensure the tenure track faculty member receives the Second Semester Review Report and all portfolio rubrics
- Observe tenure track faculty members' classes in their first, third and fifth semester
- Oversee the creation, implementation, and evaluation of tenure track faculty member action plans, if any

Responsibilities of Department Chair and Department Members

The Department Chair and department members are responsible for evaluation of the tenure track faculty member. They also help to support the tenure track faculty member through the tenure process. Their main duties are as follows:

Department Chair

- Ensure that departmental evaluation criteria and procedures for evaluating tenure track faculty members are developed and maintained, made available in writing to the department and administration, and implemented as outlined
- Work with TAP Leader to select an appropriate mentor for each new tenure track faculty member

- Offer an informal orientation to the department, ensuring tenure track faculty members are aware of departmental evaluation criteria and procedures, and explaining relevant departmental responsibilities (e.g. administration of department-wide assessments, etc.)
- Perform formal observations of tenure track faculty members in their first, third and fifth semesters; complete classroom observation form and return it to the tenure track faculty member within one week of the observation
- Identify the tenured faculty members to observe each tenure track faculty member in the second and fourth semesters
- Complete the student evaluation summary each semester
- Offer informal feedback on portfolio documents
- Help the tenure track faculty member design the ILSP
- Participate in the Second Semester Review and evaluate the tenure track faculty member's ILSP and knowledge of the Talents of Teaching
- Write the Contextualized Data Reports for the Semester 3 and 5 portfolios
- Review each portfolio and complete the Portfolio Checklists
- Organize the annual contract renewal departmental vote for tenure track faculty members
- Write a letter to the president offering one's own recommendation with respect to contract renewal or issuance of tenure along with a statement detailing the outcome of the departmental vote
- Assist in the creation of tenure track faculty member action plans, if any; provide extra support for tenure track faculty completing action plans

Department Members

- Participate in the development and approval of the departmental criteria and procedures for evaluating tenure track faculty
- Participate in the implementation of these criteria and procedures as outlined in the departmental policy; these procedures will include, but are not limited to, reviewing the tenure track faculty member's portfolio and voting on contract renewal or tenure
- Participate in formal observations of tenure track faculty members as called upon by the Department Chair or the tenure track faculty member in their second and fourth semesters; complete classroom observation form and return it to the tenure track faculty member within one week of the observation

Responsibilities of the TAP Leader and Mentor

TAP Leaders are tenured faculty members who receive release time to, in conjunction with the college administration, ensure that the tenure process is being executed effectively, consistently, and in keeping with District standards. Each college must have at least one TAP Leader.

Responsibilities of TAP Leader

- Attend and participate in all scheduled TAP Leader training

Run the Mentor Program, which includes recruiting and training mentors; working with the Department Chair to match mentors with new tenure track faculty members; checking-in informally with tenure track faculty members and mentors to get feedback on the program; and making modifications and program improvements as necessary

- Work with TAP Leaders and TAP Coordinator to modify and/or update the Tenure Orientation
- Seminar for new faculty so that it remains current and is continually improving

- Organize and facilitate at least one session of the Tenure Orientation Seminar for new faculty (in conjunction with other TAP Leaders and TAP Coordinator)
- Work with TAP Leaders and TAP Coordinator to modify and/or update the Second Semester Seminar (in conjunction with other TAP Leaders and TAP Coordinator)
- Work with TAP Coordinator to organize and facilitate the Second Semester Seminar
- Help tenure track faculty members to design their ILSPs; provide formative feedback on this and other portfolio documents
- Accompany tenure-track tenure track faculty members to their Second Semester Review meetings
- Assist tenure Track faculty members in completing any required action plans, as needed
- Communicate the tenure process to faculty, Department Chairs, and administrators at the college; help ensure norming at the college Attend respective college norming session
- Act as a liaison to faculty council(s), local administration, and District Office
- Meet with administration and other TAP Leaders regularly to assess the program and make program improvements
- Work with District Office and TAP Coordinator to ensure quality control of the tenure process

Responsibilities of the Mentor

- Meet regularly with the mentee
- For a first-year mentee: perform four non-evaluative, formative classroom observations, and be observed in a non-evaluative manner by the mentee once
- For a second-year mentee: assist the mentee with progression towards tenure by providing formative feedback as needed
- Facilitate the mentee's development of critical reflection through ongoing non-evaluative dialogue

Responsibilities of District Office of Academic Affairs

District Office is responsible for ensuring that the tenure process is carried out effectively and consistently across the colleges, and in accordance with the Academic Policy Manual. The main duties of District Office of Academic Affairs are as follows:

Provost and Deputy Provost

- Ensure college presidents submit Portfolio Rubrics to the Chancellor via the District Office Academic Affairs prior to Board approval in a timely manner.
- Review and approve Tenure Process Reports and submit findings to the Chancellor Review, approve, and oversee the implementation of action plans for any college found out of compliance

Executive Director of Academic Affairs

- Support colleges in maintaining a healthy tenure process
- Set, communicate, and ensure compliance with timelines for critical tenure process activities including portfolio rubric submissions, digital archival of portfolios and rubrics, TAP reflective process submissions like the Tenure Process Report, and college action plans, if needed
- Read, review, and evaluate tenure portfolios and rubrics to inform the annual TAP reflective process

- Lead continuous reflection cycles of the Tenure Process through an annual TAP reflective process
- Meet with college administration to review findings of the annual TAP reflective process
- Work with college administration and TAP Leaders to create and implement an action plan to address findings in the annual TAP reflective process, as needed
- Participate on TAP Leader/TAP Coordinator selection committees, as needed

Executive Director of Academic Affairs and Sr. Project Manager of Faculty Development

- Oversees the process for training and norming of all administrators involved in the tenure process
- Organize communication cycles and modalities where TAP Leaders and administrative designees from each college can find relevant information or come together to discuss how the process is working at their college, to address any confusion or challenges as they arise, and to continually improve the process; work in tandem with the TAP Coordinator to set the communication agenda and co-lead these meetings as applicable
- Ensure compliance with timelines for critical tenure process activities including portfolio rubric submissions, digital archival of portfolios and rubrics, TAP reflective process, and college action plans, if needed
- Oversees the coordination logistics (e.g., identifying space, procurement and preparation of materials) for the Tenure Orientation Seminar, Second Semester Seminar, and other parts of the TAP curriculum, as needed
- Collaborate with TAP Coordinator to maintain and update the Tenure Manual and all tenure documents housed online
- Oversees the maintenance and updates to the Tenure website
- Collaborate with Academic Systems to ensure periodic updating of the Academic Policy Manual to reflect any changes to the tenure process
- Identify and share selected portfolio documents to inform future training, norming, and TAP curriculum improvements
- Work with the TAP Coordinator and TAP Leaders to communicate process, and any process changes, to college faculty and administration

Tenure Assistance Program Coordinator

The TAP Coordinator is a tenured faculty member who receives release time funded by the District to perform the following duties:

- Act as a liaison between Faculty Council of the City Colleges of Chicago, TAP Leaders, District Office, and the Union to ensure transparency and involvement of appropriate stakeholders
- Co-organize communication cycles and modalities where TAP Leaders and administrative designees from each college can find relevant information or come together to discuss how the process is working at their college, to address any confusion or challenges as they arise, and to continually improve the process; work in tandem with the Executive Director of Academic Affairs to set the communication agenda and co-lead these meetings as applicable
- Train TAP Leaders on the overall process and their role within the process
- Support and assist TAP Leaders at each college, as needed
- Assist with the implementation of college compliance action plans, as appropriate
- Assist the Sr. Project Manager of Faculty Development with training and norming of all administrators involved in the tenure process
- Work to continually improve the tenure process and TAP curriculum

- Organize and co-lead the programming for the Tenure Orientation Seminar and Second Semester Seminar with the assistance of the Executive Director of Academic Affairs and TAP Leaders
- Organize and lead programming for Tenure Orientation Seminar and Second Semester Seminar for Spring hires, if any
- Participate on TAP Leader selection committees, as needed

Quality Control

Quality Control Overview

The academic policy manual section on contract renewal and the issuance of tenure provides the official policy that governs the tenure process. District Office will ensure that the official policy is followed and that the quality of the process is being maintained at each college as assessed by the Tenure Process Report annually.

Tenure Process Report

The **Tenure Process Report** assists in three objectives in the TAP Process. The first objective, is the Report serves as the formal evaluative instruments in insuring adherence to the policies that govern tenure. The second objective of the Report is it provides an avenue for local and holistic reflective practice concerning the implementation of tenure process elements. The third objective of the Report is it informs continuous learning and improvement activities.

The Tenure Process Report is completed after the posting of board decisions regarding contract renewal or tenure. The following procedural steps have been designed to both meet the objectives of the Tenure Process Report and considers the reflective exercises to take place in the summer months.

Step 1 – Collection of Qualitative and Quantitative Data

1A. The District Office Academic Affairs in the spring semester (after the close of Tenure Orientation Seminar and Second Semester Seminar) will lead the process of disseminating surveys to each of the following actors in the TAP Process.

- Faculty Tenured in Fall (October) and Spring (February) of the academic year
- TAP Mentors
- TAP Leaders
- Department Chairs
- Administration

1B. The District Office Academic Affairs following the completion of the spring semester, will send each college their aggregated data from each actor category. Colleges will only receive their own data.

1C. The District Office Academic Affairs following the completing of the spring semester, will send each college their Examination of Portfolios. The Examination of Portfolios are portfolios submitted by tenure-track faculty members from that college whose contract renewal/tenure decisions have already been board approved, and discussions with the college administration has occurred.

Step 2- Local Analysis of Data

2A. Each college administration during the months of July- August, reviews the aggregated survey data, the portfolio examinations, and completes [TAP Process Report Self-Study Form](#) provided by the District Office Academic Affairs. The form will be sent when the data from 1B and 1C are shared. The firm due date between late July -August will be determined in the spring semester by the Vice Presidents of

Academic and Student Affairs in conjunction with the Deputy Provost and the Executive Director of Academic Affairs.

2B. The District Office Academic Affairs during the months of August- September, reviews each college's TAP Process Report Self-Study form and completes one District-Wide TAP Process Report. The District-Wide TAP Process Report, will be shared with the Provost and Chancellor in September and shared to all TAP stakeholders within the fall semester.

Step 3- Individual Action Plans and District-Wide Continuous Improvement

3A. Each college through the TAP Process Report Self-Study form will have an opportunity to identify local action plans for areas of the TAP process that the data from the survey results and examination of portfolio findings indicate opportunities for improvement. The development of an action plan does not necessarily mean that a college is out of compliance; however, the following indicators from the Examination of Portfolios will most likely require a college to include regular check-in with District Office Academic Affairs through the following academic year in their action plans.

- Borderline or Unacceptable Classroom Observations
- Borderline or Unacceptable Department Chair Letters
- Borderline or Unacceptable Contextualized Data Reports
- Borderline or Unacceptable Feedback on Rubrics Completed by College Administration
- Borderline or Unacceptable Congruence Between Portfolio Evidence and Feedback/Rubric Ratings
- Borderline or Unacceptable Congruence Between Portfolio Evidence and Feedback/Rubric Ratings and President's Decisions

3B. The District Office Academic Affairs will base the continuous learning and continuous improvement activities for the academic year based off areas defined in the District-Wide TAP Process Report as needing improvement.

Academic Policy Manual - Tenure

Link [Academic Policy Manual - Tenure](#)

INDEX NUMBER 2.20A

CITY COLLEGES OF CHICAGO ACADEMIC POLICY

SOURCE OFFICE: District Academic Affairs

REVIEWED: 1991, 1994, 1998, 2000, 2003, 2009, 2010, 2011, 2013, 3/2016, 11/2016

REVIEWED BY: Academic Vice Presidents, Associate Vice Chancellors, and Provost

ISSUER'S SIGNATURE: On File

SUBJECT: [Contract Renewal and the Issuance of Tenure](#)

POLICY:

Faculty members hired for full-time employment after the Spring 2013 semester must comply with the following policy:

I. External Jurisdictions

Tenure at CCC must comply with both Illinois state law and the Agreement between the CCC Board of Trustees and the Cook County College Teachers Union, Local 1600 (hereafter "the contract").

II. Faculty Progress in the Talents of Teaching

Tenure-track faculty members will progress in demonstrating competence in the Talents of Teaching as follows:

1. In the first semester, faculty members will submit a portfolio to identify their strengths and areas for growth based on the Talents of Teaching.
2. In the second semester, faculty members will design an Individual Learning and Service Plan to address areas for growth and to offer service to the institution. In the third semester, faculty members will submit a portfolio, which includes documentation of progress towards completion of their Individual Learning and Service Plan.
3. Faculty members will complete their Individual Learning and Service Plan in either the fourth or fifth semester. In the fifth semester, faculty members must submit a portfolio containing an evidence-based argument for tenure demonstrating competence in each of the Talents of Teaching.

III. Tenure Assistance Program

Tenure-track faculty members will participate in the Tenure Assistance Program (hereafter "TAP"). This program includes an orientation before the faculty member's first semester of full-time teaching, a seminar during the second semester, and participation in a mentor program. Faculty members hired for full-time employment for the Spring 2013 semester or earlier may not participate in the TAP.

Pursuant to Academic Policy 2.16: The initial orientation of faculty members will be a formalized in service program.

Tenure Track Faculty	Orientation Completed	Credit earned = Two (2) Graduate Credit Hours toward Lane Advancement
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Tenure Track Faculty	Second Semester Seminar Completed	Credit earned = Four (4) Graduate Credit Hours toward Lane Advancement
Faculty Hired Full Time after Spring 2013	CCC Faculty Development Seminar (FDS)	No Additional Credit toward Lane Advancement

IV. Required Evidence for Evaluation

Evidence of a tenure-track faculty member's teaching quality and progress towards achieving tenure will be presented in the following documents:

1. Formal classroom observations: at least ten formal observations completed over five semesters—three by administration, three by the department chair, and four by other tenured faculty members inside or outside their department/discipline
2. Student course evaluations conducted each semester, to be presented in a contextualized summary by the department chair
3. Retention and course success data for every completed semester, to be presented in a contextualized data report written by the department chair
4. Second Semester Review Report, to be completed by the college administrator who is present at the Second Semester Review
5. Self-evaluative and reflective documents in each portfolio
6. Teaching and service philosophy
7. Documents specified in an Individualized Learning and Service Plan, as designed and approved in the second semester, with approved modifications, if any
8. Final argument for tenure with evidence that demonstrates competence in each of the Talents of Teaching

V. Evaluation Procedures

A faculty member's department will recommend to the college president for or against contract renewal (first and third semesters) and on the issuance of a tenure contract (fifth semester). The college president will submit for board approval a recommendation for or against contract renewal and on the issuance of a tenure contract.

1. Evaluation by the Department

As specified by the contract, the criteria for, and the procedures by which, recommendations on renewal of employment contracts are to be made must be published for the members of the department and the college president. Similarly, the criteria and procedures for the recommendation of tenure contracts shall also be published for the department members and the president.

Before voting, the members of the department will review the completed portfolio.

As provided for in the contract, the department chair will write a letter to the college president, which includes the result of the departmental vote as well as an evaluation of the faculty member.

2. Evaluation by the College Administration and President

i. Use the Talents of Teaching to evaluate tenure track faculty members

ii. Complete a rubric of recommendations based upon a review of the portfolio and department chair letter. iii. Submit the rubric, recommendation and explanation for board approval. Provide copy for tenure track member.

iv. Meet deadlines for February Board approval, ninety (90) days before the contract termination date of the faculty member.

v. Post a template for the portfolio rubric and the Talents of Teaching on line.

3. Action By the Board

Tenure-track faculty members may be considered for continued employment. The CCC Board of Directors resolves to issue or not issue a contract renewal or tenure contract. The faculty member is informed of the Board decision by the College President. All Board decisions are documented in the minutes which are posted on the CCC website.

4. Faculty Member Support

VI. Ongoing Process Review

1. District Review

District Academic Affairs will review and monitor annual reporting to the Chancellor. Each college will submit an annual Tenure Process Report that:

- i. summarizes the college's tenure process and activities for the preceding year,
- ii. establishes whether the college is adhering to the established district process,
- iii. includes evidence of effective use of rubrics, application of standards and the basis of tenure decisions.

District Academic Affairs will work with the college to address any compliance issues or concerns. An action plan and a timeline for addressing and correcting compliance concerns will be implemented with the College.

The TAP Leaders, Deans, and District Academic Affairs will meet regularly to review the tenure process and its implementation.

Changes to the Talents of Teaching, the Tenure Assistance Program, tenure rubrics or other changes to the tenure process will be a collaborative process with the mutual agreement of District Academic Affairs and the district-wide Faculty Council.